

No Child Left Behind Act of 2001
Public Law 107-110

**Mathematics and Science
Partnership Program**



**Request for Proposals
2009-2010 Awards**

Deadline for Applications: November 19, 2009

Nevada Department of Education

**Dr. Keith Rheault
Superintendent of Public Instruction**

APPLICATION INSTRUCTIONS FOR INSTITUTIONS OF HIGHER EDUCATION, SCHOOL DISTRICTS, AND NONPROFIT ORGANIZATIONS SEEKING A MATHEMATICS AND SCIENCE PARTNERSHIP GRANT

I. Introduction/Background

In January of 2002, the No Child Left Behind Act of 2001 (NCLB) became law. Title II Part B of this legislation authorizes a Mathematics and Science Partnership (MSP) competitive grant program. The intent of this program is to encourage institutions of higher education, local school districts, elementary schools, and secondary schools to participate in professional development activities that increase the subject matter knowledge and teaching skills of mathematics and science teachers. Professional development activities must be sustained, intensive, classroom focused, and aligned with state and local standards and mathematics and science curricula. These activities must result in a demonstrable and measurable improvement in student academic achievement in mathematics and science.

Core partners in these grants must include mathematics, science, and/or engineering departments from higher education institutions, including community colleges. Partnerships of higher education, K-12 districts, and other stakeholders will draw upon the strong disciplinary expertise of the mathematicians, scientists, and engineering faculty from higher education institutions to develop professional development activities that will effect improvements in student outcomes by providing K-12 teachers with strong mathematics and/or science content knowledge.

The Nevada Department of Education (NDE) is responsible for the administration of this program. Funds available for the Mathematics and Science Partnership competitive grant program will be awarded by the Department to support successful proposals submitted by departments of mathematics, science, or engineering at Nevada institutions of higher education; high-need school districts; or nonprofit organizations (NPOs) that have formed partnerships that will provide program and resources to improve mathematics and science instruction. A total of \$1,066,500 is available to support new and continuing projects in 2009-2010. Approximately \$240,000 is available for the funding of new projects in 2009-2010.

II. Program Description

- A. Purpose: The purpose of this program is to improve the academic achievement of students in the areas of mathematics and science, and enable all teachers to achieve Highly Qualified Teacher status, by encouraging state educational agencies, institutions of higher education, local educational agencies, elementary schools, and secondary schools to partner in implementing high-quality professional development programs, including programs that:

(1) Improve and upgrade the status and stature of mathematics and science teaching by encouraging institutions of higher education to assume greater responsibility for improving

mathematics and science teacher education through the establishment of a comprehensive, integrated system of training and advising mathematics and science teachers;

(2) Focus on the education of mathematics and science teachers as a career-long process that continuously stimulates teachers' intellectual growth and upgrades teachers' knowledge and skills;

(3) Improve and enhance the abilities of teachers of mathematics and science to use the processes of scientific investigation and inquiry to build their own content knowledge base and abilities;

(4) Bring mathematics and science teachers in elementary schools and secondary schools together with scientists, mathematicians, and engineers to increase the subject matter knowledge of mathematics and science teachers; and

(5) Improve and expand knowledge base of mathematics and science teachers, including training such teachers in the effective integration of technology into curricula and instruction.

B. Eligibility (eligible partners):

(1) Partnerships applying for a Mathematics and Science Partnership grant **must** include:

(a) An engineering, mathematics, or science department of an institution of higher education;

(b) A high-need local educational agency; and

(c) A teacher training department of an institution of higher education; and

(2) Partnerships may also include:

(a) Another engineering, mathematics, science, or teacher training department of an institution of higher education;

(b) Additional local educational agencies, public charter schools, public or private elementary schools or secondary schools, or a consortium of such schools;

(c) A business; or

(d) A nonprofit or for-profit organization of demonstrated effectiveness in improving the quality of mathematics and science teachers.

C. Uses of Funds: A partnership shall use funds provided for one or more of the following activities related to elementary schools or secondary schools:

(1) Creating opportunities for enhanced and ongoing professional development of mathematics and science teachers that improve the subject matter knowledge of such teachers;

(2) Establishing and operating mathematics and science summer workshops or institutes, including follow-up training, for elementary school and secondary school mathematics and science teachers that shall:

(a) Directly relate to the curriculum and academic areas in which the teacher provides instruction, and focus only secondarily on pedagogy;

(b) Enhance the ability of the teacher to understand and use the challenging State academic content standards for mathematics and science and to select appropriate curricula; and

- (c) Train teachers to use curricula that are based on scientific research, aligned with challenging State academic content standards, and are object-centered, experiment-oriented, and concept- and content-based;
 - (3) Designing programs to prepare a mathematics or science teacher at a school to provide professional development to other mathematics or science teachers at the school and to assist beginning and other teachers at the school, including (if applicable) a mechanism to integrate the teacher's experiences from a summer workshop or institute into the provision of professional development and assistance;
 - (4) Establishing and operating programs to bring mathematics and science teachers into contact with working scientists, mathematicians, and engineers, to expand such teachers' subject matter knowledge of, and research in, science and mathematics; and
 - (5) Establishing distance learning programs for mathematics and science teachers using curricula that are innovative, content-based, and based on scientifically based research that is current as of the date of the program involved.
- D. Priorities: The Nevada MSP program priorities for the 2009-2010 funding cycle are:
- (1) Programs that enhance the math and science content knowledge of elementary (K-5/6) and middle school (6/7-8) teachers so that their students are ready for success in high school;
 - (2) Programs that enhance the content knowledge of high school (8-12) science teachers so that they can better prepare students for success on the Science portion of the Nevada High School Proficiency Exam;
 - (3) Programs that focus on improving the content knowledge and skills of middle level mathematics teachers;
 - (4) Content Professional Development for Special Educators; and
 - (5) Programs that integrate science and mathematics through engineering and the use of technology.
- E. Duration of Grants: Grants will be awarded for periods of 1 to 3 years.
- F. Supplement Not Supplant: Funds received shall be used to supplement, and not supplant, funds that would otherwise be used for proposed activities.

III. Definitions

- A. Highly Qualified Teacher: Teachers who are currently teaching in Nevada public schools on an endorsement listed on a valid teacher certificate issued by the State of Nevada are considered highly qualified and have met the requirements of the No Child Left Behind Act.
- B. Professional Development: The term "professional development" means instructional activities that:
 - (1) Are based on scientifically based research and state academic content standards, student academic achievement standards, and assessment;

- (2) Improve and increase teachers' knowledge of the academic subjects they teach;
- (3) Enable teachers to become highly qualified; and
- (4) Are sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom.

C. Scientifically Based Research: The term "scientifically based research" means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that:

- (1) Employs systematic, empirical methods that draw on observation or experiment and involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- (2) Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (3) Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions, with appropriate controls to evaluate the effects of the condition of interest and with a preference for random-assignment experiments or other designs to the extent that those designs contain within-condition or across-condition controls;
- (4) Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at minimum, to offer the opportunity to build systematically on their findings; and
- (5) Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

D. High-Need School District: The term "high-need school district" means a school district that:

- (1) Has a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach or that have a high percentage of teachers with emergency, provisional, or temporary certification or licensing; or
 - (2) Has a high percentage of students scoring below state targets or national averages on assessments of student achievement in science and/or mathematics.
- For 2009-2010 all of Nevada's school districts are eligible to participate as full members of a partnership.

E. Summer Workshop or Institute: The term "summer workshop or institute" means a workshop or institute, conducted during the summer, that:

- (1) Is conducted for a period of not less than 80 hours (2 weeks);
- (2) Includes, as a component, a program that provides direct interaction between students and faculty; and
- (3) Provides for follow-up training during the academic year that is conducted in the classroom for a period of not less than three consecutive or nonconsecutive days.

IV. Proposal Requirements

Each proposal submitted **must** include:

- A. Evidence of Meaningful Partnerships: Partnerships that exhibit characteristics including, but not limited to, the following:
 - (1) Commitment: Evidence of active involvement of all partners must be documented.
 - (2) Capacity: Evidence of the number and quality of staff to carry out the proposed activities and the institutional resources to support the activities must also be included.
 - (3) Sustainability: A partnership must demonstrate an ability to maintain the targeted activities beyond the length of the project and a description of how the partnership will continue the activities funded under this proposal after the original grant period has expired.
- B. Needs Assessment: The results of a comprehensive assessment of the teacher quality and professional development needs, with respect to the teaching and learning of mathematics and science, of each school district or school that comprise the eligible partnership. This needs assessment should, to the extent possible, provide base-line data that can be used to evaluate the effectiveness of the project and to set annual targets for improvement.
- C. Project Plan That Meets Identified Needs: Implementation plans that include:
 - (1) Evidence that the planned activities will address identified measurable outcomes through clear strategies that provide roadmaps to achieving both the long and short term goals and objectives of the program;
 - (2) A description of how the activities to be carried out by the eligible partnership will address the most pressing professional development needs of the participating school districts or schools, as determined by the needs assessment, and how these activities will be aligned with challenging State academic content and student academic achievement standards in mathematics and science and with other educational reform activities that promote student academic achievement in mathematics and science; and
 - (3) A description of how the eligible partnership will carry out the authorized activities.
- D. Research Base: A description of how the activities to be carried out by the eligible partnership will be based on a review of scientifically based research, and an explanation of how the activities are expected to improve student academic achievement and strengthen the quality of mathematics and science instruction.
- E. Evaluation and Accountability Plan: An evaluation and accountability plan that includes rigorous evaluation procedures that measure at a minimum:
 - (1) Progress towards meeting the objectives and annual targets established in response to the comprehensive needs assessment;
 - (2) The number of mathematics and science teachers who participate in content-based professional development; and

- (3) Student academic achievement in mathematics and/or science.

V. Preparation of Application

Listed below are the required components, in the order that they should appear, of an acceptable application. The narrative sections of the proposal must be double-spaced and the font used must not be smaller than 12-point. The application, not including the appendix, shall not exceed 20 pages. Applicants must adhere to the page limitations on the narrative sections and may not append additional material beyond that allowed in the following list.

- A. Cover Page: Use the form provided in Appendix A. The cover page should be the **first page** of the application.
- B. Assurances: Use the form provided in Appendix B. Attach the assurances page behind the cover page as the second page of the application.
- C. Partnership Agreements: This section shall include a narrative of the roles of the partners and their duties and responsibilities related to the goals and objectives of the project. It shall include a description of how the partnership will continue the activities funded under this proposal after the original grant period has expired. This section shall also describe the partnership's governance structure specific to decision-making, communication, and fiscal responsibilities. In addition to this narrative section, each application must append:
 - (1) A Partner Identification Form (see Appendix C) for each partner; and
 - (2) A letter of commitment from each partner **outlining the role and contributions of the partner**.
- D. Results of Needs Assessment: This section will identify and prioritize baseline professional development needs **of teachers in partner school districts**. This baseline information must be determined using a current (within past 12 months) assessment of teacher quality and professional development needs. This section will also include a description of the methodologies used to collect this information. The results of the assessment **must** be used in the establishment of the goals and objectives for this proposal.
- E. Repeat Applicant Project Abstract: Partnerships that have previously received MSP Program funding must include an abstract of prior work. The abstract must describe the projects' intended goals, the amount of funding received by project year, the number of teachers it intended to serve (according to its formal proposal), the number of teachers it actually served, an explanation of how the budget was spent, qualitative and quantitative evidence of progress towards goals, a description of partnership roles, and an indication of how the proposed work differs from, builds on, or is otherwise informed by prior efforts. The abstract may not exceed **2 single-spaced pages**.
- F. Abstract: **All** partnerships must provide a **1-page, single-spaced** abstract of the proposal that briefly and concisely describes the program to be implemented and summarizes the intended results of the program. It should identify the project partners, the grade band and

content area of proposed work, the number of teachers it intends to serve, the academic/instructional need of the schools in which they provide instruction, the partnership goals, and a brief overview of the work plan and evaluation plan.

G. Project Narrative: The program narrative must address each of the following items. The narrative section must be double-spaced and may not exceed ten (10) pages.

- (1) Need(s) Addressed – Of the professional development needs determined by the needs assessment(s) in participating schools/districts, indicate the specific professional development needs that will be addressed by the project.
- (2) Program Goals and Objectives – The project narrative must identify measurable project objectives for increasing teacher content knowledge and changing teacher practice. It should describe recruitment and retention strategies that will be used to attract and retain teachers in the program. Objectives should be written in year-long increments so projects may qualitatively and quantitatively assess progress towards goals on an annual basis.
- (3) Program Activities – The project action plan should describe the proposed creative, strategic activities that extend beyond commonplace approaches and how they provide instruction to teachers at a level beyond the level of content they are expected to teach to students; model content-specific instructional strategies that will provide teachers with the methodologies to effectively improve student achievement; and describe how the professional learning sessions are specifically aligned to the content and curriculum in which participating teachers must provide instruction.
- (4) Project Management Plan – This portion of the narrative should describe the management plan by which all partners are fully engaged to realize the partnership's goals and outcomes. It should describe in detail the specific roles, responsibilities, and time commitments of the project management team. It should also provide the number of STEM faculty and teacher preparation faculty who will be engaged in the project work. A one-page vitae for all project management team members, faculty members, and consultants involved with the project must be included in the proposal appendix.
- (5) Timeline – Include a timeline of all significant activities.
- (6) Institutional Capacity – Briefly describe each partner's capacity to successfully carry out assigned responsibilities.
- (7) Alignment of Professional Development with Nevada State Content and Performance Standards – Describe how the academic content addressed in the proposed professional development activities aligns with Nevada standards at the grade-level(s) being taught by participating teachers.
- (8) Research Base to Support Project – Describe the scientifically based research on which the proposed activities are based, and explain how the activities are expected to improve student academic achievement and strengthen the quality of mathematics and science instruction.

H. Evaluation and Accountability Plan: The evaluation and accountability plan should be described in terms of how it will guide project progress annually and will measure the impact of the work described in the action plan, including a description of the instruments/metrics (state-required and other) by which the project will measure its

progress towards goals. It should describe both formative and summative assessment methods that will be used. Formative evaluation should provide evidence of the strengths and weaknesses of the project and help the partnership identify the extent to which the lessons learned from the sessions are being applied by teacher participants at the classroom level. Summative evaluation should give an objective analysis of qualitative and quantitative data, thus demonstrating the effectiveness of the project on student and teacher outcomes.

Describe the plan that will be used to evaluate the program during each year of the program. This plan **must** include:

- (1) Measurable objectives and annual targets which describe progress towards meeting the goals and objectives established in response to the comprehensive needs assessment;
- (2) Measurable objectives and annual targets to increase the number of mathematics and science teachers who participate in content-based professional development activities; and
- (3) Measurable objectives for improved student academic achievement on State and other mathematics and/or science assessments.
- (4) A description of the data that will serve as baseline for annual targets;
- (5) A description of the instruments and methodologies that will be used to collect and analyze the data on which obtainment of objectives and annual targets will be based.

- I. **Budget**: Include a one-, two-, or three-year project budget (see Appendix D) in the application. In addition, a Partner Funding Request (see Appendix E) for each partner (including the applying organization) must be included in the application appendix. Applicants should include expenses to cover a representative team (one or two members) to attend one out-of-state regional coordination meeting organized annually by the USDE.
- J. **Budget Narrative**: The budget narrative should describe in detail how each line item was calculated. All professional salaries and wages must be supported by identification of each professional being compensated, a brief explanation of the services they will provide, an estimate of the time (hours/days/FTEs) they are expected to devote to the project, and the rate of their compensation and benefits. The budget narrative may be single-spaced. Both the project budget and the narrative description should be aligned with the activities described in the proposal narrative and should reflect any coordinated uses of resources from other sources.
- K. **Appendix**: The proposal appendix should include only the following documents:
 - (1) A Partnership Identification Form (see Appendix C) for each partner;
 - (2) Letters of commitment from each partner;
 - (3) A Partner Funding Request (see Appendix E) for **each** partner; and
 - (4) One-page vitae for all faculty, staff, and consultants.

VI. Proposal Submission and Review

- A. **Submission**: Applicants must submit an original and four copies of the full proposal to the Department. The original must include an original signature of the authorized institutional official on the cover page. Fax and e-mail transmissions are not acceptable. To be

considered for funding, proposals must be received at the Department by **5:00 pm on November 19, 2009**. Incomplete applications will not be considered. Proposals should be mailed or delivered to:

B.

Dr. Richard N. Vineyard
Nevada Department of Education
700 E. Fifth St
Carson City, NV 89701

- C. Review Process: As proposals are received at the Department, they will be reviewed by staff for completeness and compliance with the requirements set forth in Title II, Part B of NCLB to determine applicant eligibility. Any questions about significant omissions from a proposal or about applicant eligibility will be referred to the proposing organization. If, in the judgment of the Department, a proposal is late, significantly incomplete, or an applicant cannot establish its eligibility, the proposal will be omitted from the competition. The decision of the Department is final. Applicants submitting proposals that are withdrawn due to incompleteness or ineligibility will be notified in writing.

An expert review panel whose members have substantive expertise will evaluate eligible applications in light of the required application components and the established criteria. The NDE will make a special effort to recruit in-state and out-of-state panelists who bear no conflict of interest towards any of the proposed partnerships. The review panel will review each eligible application and make recommendations to the Department in the areas of program, budget, and efficacy. The review panel's scores and recommendations will be the primary determinant of successful proposals and will form the basis for negotiation and final selection. Proposals will be ranked according to the final score assigned by the review panel and selected for funding consideration based upon the following criteria: final score assigned each proposal by the review panel; a cost-effectiveness ratio determined by the relationship between the number of teachers served, the actual amount of teacher-faculty instructional contact time, and the total cost of the program; and geographic distribution. Up to 5 points may be awarded for proposals that specifically address one or more of the state priorities.

Following the review, Department staff will contact Program Directors to discuss any modifications of the project plan that may be required. The Department will fund those proposals that show the most promise for increasing student achievement in mathematics and science. In order to maximize the effects of limited funds, applicants whose grants are recommended at less than the amount requested may be asked to revise the project budget and/or scope of work.

D. Review Criteria:

Criteria	Points
Commitment and Capacity of Partnership	10
Demonstration of Professional Dev. Needs in Partner School/Districts	15
Alignment of Project Goals and Objectives with Professional Dev. Needs and State Priorities	30
Research Base and Efficacy of Plan to Increase Student Achievement	20
Evaluation and Accountability Plan	25
Budget and Cost Effectiveness	10
Meets one or more of state priorities	5

Proposals from partnerships that have previously received a Nevada MSP program grant will also be reviewed on the reported results of the earlier project.

VII. Award Administration

- A. Notification of the Award: Within thirty days of completion of the review process, the Program Director will be notified of the status of the proposal.
- B. Award Conditions: For the 2009-2010 competition, approximately \$1,066,000 is available for new and continuing awards under the (NCLB, Title II, Part B) Mathematics and Science Partnership program. Approximately \$240,000 is available for new projects. The Department expects to fund 1-2 new MSP programs. Applicants should note that Congress has not yet appropriated any funds for the 2010-2011 or 2011-2012 MSP programs. Second and third year awards are contingent upon this program receiving funding through the U.S. Department of Education and upon the State's evaluation of the funded programs.
** although not an absolute criteria, effort will be made to provide for equitable geographic distribution of funds within the state.
- C. Reporting Requirements: Each eligible partnership receiving a grant must report annually to the Department and to the U.S. Secretary of Education regarding the eligible partnership's progress in meeting the objectives and annual targets described in the partnership's accountability plan. Further information regarding reporting requirements will be made available from the Department and the U.S. Secretary of Education.



Nevada Department of Education

Application For 2009-2010 Mathematics and Science Partnership Grant

Applying Institution or Organization: _____

Program Title: _____

Program Director

Name: _____

Title: _____

Address: _____

Telephone: _____ **Fax:** _____

E- Mail: _____

Amount of MSP Funds Requested in Year One: \$ _____

Number of Teachers to be Served Directly in Year One: _____

Number of Teacher Contact Hours in Year One: _____

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization or institution, and that the applicant will comply with the attached statement of assurances.

Typed or Printed Name of Authorized Official

Title

Signature of Authorized Official

Date

STATEMENT OF ASSURANCES

Should an award of funds from the Mathematics and Science Partnership Program be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Nevada Department of Education that the authorized official will:

1. Upon request, provide the Nevada Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Conduct educational activities funded by this project in compliance with the following federal laws:
 - a. Title VI of the Civil Rights Act of 1964
 - b. Title IX of the Education Amendments of 1972
 - c. Section 504 of the Rehabilitation Act of 1973
 - d. Age Discrimination Act of 1975
 - e. Americans with Disabilities Act of 1990
 - f. Improving America's Schools Act of 1994
 - g. No Child Left Behind Act of 2001;
3. Use grant funds to supplement and not supplant funds from nonfederal sources;
4. Take into account during the development of programming the need for greater access to and participation in the targeted disciplines by students from historically under represented and under served groups: **Each applicant must include evidence that all eligible local education agencies including private and charter schools were consulted and included during the planning and preparation of the proposal;**
5. Submit, in accordance with stated guidelines and deadlines, all program and evaluation reports required by the U.S. Department of Education and the Nevada Department of Education.

Partner Identification Form

Include a Partnership Identification Form for each of the partner institutions/organizations.

PARTNER INSTITUTION: _____

Primary Contact

Name: _____

Title: _____

Address: _____

Telephone: _____ **Fax:** _____

E- Mail: _____

Type of Institution/Organization: _____

Project Budget

Partnership Funding Request

Program Title:

Direct Cost Requested for Partnership	YR 1	YR 2	YR 3	TOTAL
1. Salaries & Wages (Professional and Clerical)				
2. Employee Benefits				
3. Travel In State				
4. Travel Out of State				
5. Materials and Supplies				
6. Consultants and Contracts				
7. Teacher Stipends				
8. Equipment (Purchase)				
9. Other (Equipment rental, printing, etc.)				
10. Indirect Costs*				
Total				

* The indirect cost rate shall not exceed 7.5% of the direct costs.

This form is a required element of the grant application. The application must also include an itemized breakdown of these budget categories and a budget narrative explaining how you calculated each line item. All professional salaries and wages must be supported by identification of each professional being compensated, a brief explanation of the services they will provide, an estimate of the time (hours/days/FTEs) they are expected to devote to the project, and the rate of their compensation and benefits. Annual reapplication is required for continuation of funding for all multi-year grants.

Project Cost Share Provided By All Partners

Direct Cost Provided by Partnership	YR 1	YR 2	YR 3	TOTAL
1. Salaries & Wages (Professional and Clerical)				
2. Employee Benefits				
3. Travel In State				
4. Travel Out of State				
5. Materials and Supplies				
6. Consultants and Contracts				
7. Teacher Stipends				
8. Equipment (Purchase)				
9. Other (Equipment rental, printing, etc.)				
Total				

Partner Funding Request

Name of Partner Organization:

On this form, list only the funding this partner will receive from the grant.

A. Direct Cost Requested for Partner	YR 1	YR 2	YR 3	TOTAL
1. Salaries & Wages (Professional and Clerical)				
2. Employee Benefits				
3. Travel In State				
4. Travel Out of State				
5. Materials and Supplies				
6. Consultants and Contracts				
7. Teacher Stipends				
8. Equipment (Purchase)				
9. Other (Equipment rental, printing, etc.)				
B. Indirect Costs Requested by this Partner				
Total Funding to Partner From Grant				

Partner Contribution to Partnership

A. Direct Cost Contributed by Partner:	YR 1	YR 2	YR 3	TOTAL
1. Salaries & Wages (Professional and Clerical)				
2. Employee Benefits				
3. Travel In State				
4. Travel Out of State				
5. Materials and Supplies				
6. Consultants and Contracts				
7. Teacher Stipends				
8. Equipment (Purchase)				
9. Other (Equipment rental, printing, etc.)				
Total Cost Provided by Partner				

Appendix E

Evidence of Consultation with Charter Schools and Nonpublic Schools

The primary goal of the Nevada Math/Science Partnership (MSP) Program is to improve student achievement in mathematics and science for all students in the state. In support of this goal, all projects are strongly encouraged to include all schools including charter schools, and nonpublic throughout the planning, development and operation of their programs. Under guidance from the U.S. Department of Education, the Nevada MSP program requires that all projects submit documentation of this consultation as part of any project proposal.

Early in development, project directors should include teachers and administrators from charter schools and nonpublic schools in their assessment of the needs to be addressed by the project. These same educators should continue to be included throughout the project's duration. If the proposal is successful in securing funding, then the partners should notify any charter or nonpublic school in the area of the opportunity to participate in the MSP program. Please submit this form with all new applications for the Nevada MSP program. Additional documentation of consultation (e.g., sign-in sheets from meetings) should be kept by the project directors.

Name of Project: _____

MSP Contact Name: _____

Phone: _____ Email: _____

Charter or Nonpublic School Name	Consulted during needs assessment and project development	Interest in participating in MSP project	School did not respond to inquiries

The Project Director assures that all charter, and nonpublic schools were given the opportunity to participate in the proposed MSP program and that it engaged in meaningful consultation as required by section 9501(c) of ESEA.

Printed or Typed name of
Project Director _____

Signature _____ Date _____

EVALUATION RUBRIC

Proposals must meet the minimum standard on each element to be considered for funding.

A. COMMITMENT AND CAPACITY OF PARTNERSHIP

Does not meet standard	Meets standard	Exceeds standard
0 Points	1 – 5 Points	6 – 10 Points
<ul style="list-style-type: none"> • The roles and responsibilities of the partners are unclear and do not relate to the goals and objectives of the program. • Does not include a process for meeting identified needs and deadlines. • Does not include a process for making decisions. • Does not discuss how the partnership will be sustainable beyond the three year grant. 	<ul style="list-style-type: none"> • The roles and responsibilities of the partners are clear, including how the responsibilities relate to the goals and objectives of the program. • Outlines a general process for meeting identified needs deadlines. • Describes a clear process for making decisions and communicating. • Describes in general terms how the partnership will be sustainable beyond the three year grant. 	<ul style="list-style-type: none"> • Describes specific and definitive roles for each partner, including how responsibilities relate to the goals and objectives of the program. • Outlines a clear process for meeting identified needs and deadlines.. • Describes a clear process for making decisions that includes participation from all partners and regular communication. • Provides a projected plan and timeline for how the partnership will continue beyond the three year grant.
Total points for section ____/10		

B. NEEDS ASSESSMENT

Does not meet standard	Meets standard	Exceeds standard
0 Points	1 – 8 Points	9-15 Points
<ul style="list-style-type: none"> Does not identify gaps or weaknesses in teacher math and/or science knowledge. Does not include a discussion of the teachers to be served under this program or the process for identifying those teachers. Does not identify gaps or weaknesses in student math and/or science achievement. Relevant student achievement data is not included. 	<ul style="list-style-type: none"> Provides a general discussion of gaps or weaknesses in teacher math and/or science knowledge. Includes a discussion of the specific teachers to be served under this program or a general process for identifying those teachers. Provides a general discussion of gaps or weaknesses in student math and/or science achievement. Relevant student achievement data is included. 	<ul style="list-style-type: none"> Identifies specific gaps or weaknesses in teacher math and/or science knowledge. Clearly identifies the specific teachers that will be served under this program or describes a clear process for identifying those teachers. Identifies specific gaps or weaknesses in student math and/or science achievement. Student achievement data is included and provides compelling evidence of need.
Total points for section ____/15		

C. WORK PLAN

Does not meet standard	Meets standard	Exceeds standard
0 Points	1 – 18 Points	19 – 30 Points
<ul style="list-style-type: none"> Does not provide measurable goals and objectives to address identified needs. Does not describe the specific program activities that will address the needs identified in Part B. 	<ul style="list-style-type: none"> Includes goals and objectives to address identified needs. Program activities address the needs identified in Part B 	<ul style="list-style-type: none"> Includes goals and objectives to address identified needs. Goals are specific, measurable, attainable, results-oriented, and time-bound. Program activities clearly address the needs identified in Part B.

Appendix E

<ul style="list-style-type: none"> • Program does not identify the content to be taught to meet needs identified in Part B. • Program does not describe activities to promote transfer of new content into grade level activities. • No course syllabi provided. • Timeline is vague or unrealistic. • Does not describe how teachers will be chosen or recruited for participation. • No description of how evaluation plan will be implemented. 	<ul style="list-style-type: none"> • Program identifies content to be taught to meet the needs identified in Part B. • Program describes activities to promote transfer of new content into grade level activities. • Course syllabi provided. • Timeline for proposed activities is provided. • Describes how teachers will be chosen or recruited for participation. • Evaluation activities are integrated into the work plan and include a clear process for identifying comparison groups as applicable. 	<ul style="list-style-type: none"> • Program clearly identifies the content to be taught to meet the needs identified in Part B. • Program clearly describes multiple activities or strategies to promote transfer of new content into grade level activities. • Attached course syllabi clearly address the goals and objectives outlined in proposal. • Timeline is clear and realistic. • Description of how teachers will be chosen or recruited for participation is clear and directly addresses the identified staffing needs. • Evaluation activities are clearly delineated and are integrated into the work plan. Plan includes a clear process for identifying comparison groups as applicable.
Total points for section ____/30		

D. REVIEW OF LITERATURE

Does not meet standard	Meets standard	Exceeds standard
0 Points	1 – 12 Points	13-20 Points
<ul style="list-style-type: none"> Provides no description of how project activities are supported by scientifically-based research. Does not include references. Provides no discussion of how project activities are expected to strengthen the quality of instruction and improve academic achievement. 	<ul style="list-style-type: none"> Includes description of how project activities are supported by scientifically-based research Includes references. Provides discussion of how project activities are expected to strengthen the quality of instruction and improve academic achievement. 	<ul style="list-style-type: none"> Includes a thorough description of how project activities are supported by scientifically-based research. Includes references from peer reviewed journals. Provides convincing research of how project activities are expected to strengthen the quality of instruction and improve academic achievement.
Total points for section ____/20		

E. EVALUATION & ACCOUNTABILITY PLAN

Does not meet standard	Meets standard	Exceeds standard
0 Points	1 – 15 Points	16 – 25 Points
<ul style="list-style-type: none"> • Discussion of the research and evaluation methods the program will use is vague or incomplete. • Plan lacks intention to use an evaluator or instruments to yield indicators of project's progress. • Chosen methods are not appropriate to the issues or questions addressed in proposal. • Does not include a plan for collecting the required data for teachers and students • Does not provide measurable objectives or annual targets. • Does not include a description of the pre/post test procedures that will be used to measure improvement in teacher content knowledge. • Does not include a plan for measuring improvement in student achievement in math and/or science. • Does not describe a process for cooperating with NDE to submit required data. 	<ul style="list-style-type: none"> • Provides a discussion of the research and evaluation methods the program will use. • Plan identifies an evaluator and instruments to yield quantitative and qualitative indicators of project's progress. • Chosen methods are appropriate to the issues or questions addressed in proposal. • Includes a plan for collecting the required data for teachers and students. • Provides measurable objectives and annual targets which describe progress toward meeting the goals and objectives listed in Part C. • Pre/post test procedures that will be used to measure improvement in teacher content knowledge are described and are linked to the program activities. • Includes a plan for measuring improvement in student achievement in math and/or science. • Describes a general process for cooperating with NDE to submit required data. 	<ul style="list-style-type: none"> • Provides a thorough discussion of the research and evaluation methods the program will use. • Plan identifies external evaluator and valid/reliable instruments to yield quantitative and qualitative indicators of projects progress. • Evaluation is based on an experimental or quasi-experimental design. • Includes a plan for collecting the required data for teachers and students, including comparison group(s). • Provides clear measurable objectives and annual targets which describe progress toward meeting the goals and objectives listed in Part C. • Pre/post test procedures that will be used to measure improvement in teacher content knowledge are clearly described and directly linked to the program activities. • Includes a clear plan for measuring improvement in student achievement in math and/or science including how student data will be linked to participating teachers. • Clearly describes a process for cooperating with NDE to submit required data.

Total points for section ____/25

F. BUDGET JUSTIFICATION

Does not meet standard	Meets standard	Exceeds standard
0 Points	1 – 5 Points	6 – 10 Points
<ul style="list-style-type: none"> Budget justification is not provided or does not provide enough detail to justify expenditures. Descriptions are not provided for all budget categories. The budget and budget justification are not directly tied to the work plan outlined in Part C. Does not indicate whether additional funds will be used to help support this program. 	<ul style="list-style-type: none"> Provides adequate justification that the costs of the program are reasonable and meet the program needs. Descriptions are provided for all budget categories. The budget and budget justification are directly tied to the work plan outlined in Part C. Includes a description of how other available resources will be used to support the program. 	<ul style="list-style-type: none"> Provides strong justification that costs of the program are reasonable and clearly shows that the budget is sufficient to meet the program needs. Detailed descriptions are provided for all budget categories. The budget and budget justification are directly tied to the work plan outlined in Part C and clearly shows how all aspects of the work plan will be supported. Includes a specific description about how all available resources will be leveraged to coordinate services to support and sustain the program.
Total points for section ____/10		

G. REPEAT APPLICANT REVIEW *

Does not meet standard	Meets standard	Exceeds standard
0 Points	1 – 5 Points	6 – 10 Points
<ul style="list-style-type: none"> • Evidence that prior project worked with significantly fewer teachers than intended as stated in its funded proposal • Lacks evidence that the prior project spent its allotted budget effectively and appropriately. • Lack of evidence that prior project resulted in gains in teacher content knowledge. • Lack of evidence that prior project met goals and objectives; or lack of narrative evidence justifying why prior project did not meet its intended goals and objectives. • Narrative lacks explanation of how prior project intends to use new funding to inform or build on previous successes and lessons learned. 	<ul style="list-style-type: none"> • Evidence that prior project worked with as many or nearly as many teachers as originally intended. • Evidence that prior project used the majority of its allotted budget. • Quantitative and qualitative evidence that prior project work resulted in gains in teacher content knowledge. • Clear evidence that prior project completed proposed work and met goals and objectives; or Provides acceptable justification of why prior project was unable to meet goals and objectives. • Narrative includes acceptable description of how prior project intends to use new funding to inform or build on previous successes and lessons learned. 	<ul style="list-style-type: none"> • Evidence that prior project worked with more teachers than intended according to its funded proposal. • Evidence that the prior project used most or all of its allotted budget effectively and appropriately to meet teacher needs. • Reliable quantitative and qualitative evidence that prior project resulted in substantial gains in teacher content knowledge. • Quantitative and qualitative evidence that prior project completed proposed work and met goals and objectives. • Narrative includes clear and compelling description of how prior project intends to use new funding to build upon previous successes and lessons learned.
Total points for section ____/10		
Reviewer comments:		

- This section only applies to applicants with previously funded MSP program grants

Appendix E

Appendix E